

# PAAP Framework of Assessment Formats

*Any assessment response may be given through written, oral, technology based, signs, or other means of communication. Data sheets may serve as evidence of performance for students unable to produce their own evidence. Remember that all tasks must be clearly aligned to PAAP Rubrics.*

Selected-Response Format	Constructed-Response Format 6 points = 1 piece of evidence			
1 pt	Brief Constructed Response	Performance-Based Assessment		
	2 pts	6 pts	6 pts	6 pts
<input type="checkbox"/> True-False <input type="checkbox"/> Matching <input type="checkbox"/> A choice made from given options through paper and pencil, oral response, pointing, eye gaze, or other means of communication <input type="checkbox"/> Answer “Yes” or “No” to a given question <input type="checkbox"/> Matching, including placement of a given label on a diagram (1 pt. per match) <input type="checkbox"/> Other	3 pts	<i>Product</i>		
	<input type="checkbox"/> Fill in the blank with words, phrases, or numbers <input type="checkbox"/> Math computation <input type="checkbox"/> Short Answer – sentence(s) <input type="checkbox"/> Illustration of a single thought <input type="checkbox"/> Other	<input type="checkbox"/> Essay – multiple paragraphs related to same topic <input type="checkbox"/> Research paper <input type="checkbox"/> Student created story/play/poem with multiple paragraphs, or stanzas <input type="checkbox"/> Illustration(s) of concept, process, system, or thing (ex., map) <input type="checkbox"/> Science Project <input type="checkbox"/> Scientific Critique <input type="checkbox"/> Model of concept, process, system, or thing (ex., 3-D shape) <input type="checkbox"/> Student created video/audio tape presentation <input type="checkbox"/> Student created spreadsheet representation of data <input type="checkbox"/> Lab report <input type="checkbox"/> Student generated web, organizing a topic and 3 or more sub-topics <input type="checkbox"/> Student generated concept map with 3 or more components	<input type="checkbox"/> Student generated chart/graph/table including representation of 2 or more sets of data <input type="checkbox"/> Student created log/journal maintained over school year <input type="checkbox"/> Learning log – student maintained record of learning during the school year <input type="checkbox"/> Other  <i>Performance</i> <input type="checkbox"/> Oral or sign language presentation <input type="checkbox"/> Dance/movement for audience <input type="checkbox"/> Scientific investigation <input type="checkbox"/> Athletic skills performance <input type="checkbox"/> Oral reading of story or group of paragraphs <input type="checkbox"/> Enactment of given story, historical event, concept, process, etc. <input type="checkbox"/> Debate – presentation of one point of view for audience <input type="checkbox"/> Musical presentation to for audience <input type="checkbox"/> Teach others lesson	<input type="checkbox"/> Student created computer slide show <input type="checkbox"/> Retelling of whole story, historical event, etc., with beginning, middle, end <input type="checkbox"/> Role play <input type="checkbox"/> Demonstration of a process <input type="checkbox"/> Interview conducted by student <input type="checkbox"/> Other
	<input type="checkbox"/> Short Answer – paragraph <input type="checkbox"/> Given web template for which student generates topic and 2 sub-topics <input type="checkbox"/> Given concept map for which student provides three components <input type="checkbox"/> Given graph/chart/table representing 2 or more sets of data, filled out by the student <input type="checkbox"/> Reading of passage and answering of 2 related questions. <input type="checkbox"/> Sequencing of three or more events <input type="checkbox"/> Running record including documentation of multiple strategies and related comprehension <input type="checkbox"/> Other			

\*Adapted from: Assessing Learning in the Classroom, by Jay McTighe and Steven Ferrara, NEA 1998